




KS3 WORLD VIEWS ASSESSMENT STATEMENTS – YEAR 7




Developing Recall and state		Secure Explain and apply		Expert Explain with expert language and examples	
I can recall the theological, philosophy and social science lens	<input type="checkbox"/>	I can apply the theological, philosophy and social science lens	<input type="checkbox"/>	I can explain the strengths and weaknesses of the theological, philosophical, and social science lens using expert language	<input type="checkbox"/>
I can state what my world view is	<input type="checkbox"/>	I can explain what my world view is	<input type="checkbox"/>	I can explain what my world view is using expert language and examples	<input type="checkbox"/>
I can state some facts about each organised world view (six main religions)	<input type="checkbox"/>	I can explain the differences between Eastern and Western organised world views	<input type="checkbox"/>	I can explain the difference between the beliefs and practices of organised world views using expert language	<input type="checkbox"/>
I can recall what promises God made to Abraham	<input type="checkbox"/>	I can explain what a covenant is what an example.	<input type="checkbox"/>	I can explain what a covenant is and explain how it impacted the lives of the people at the time, using expert language	<input type="checkbox"/>
I can recall basic facts about a prophet	<input type="checkbox"/>	I can explain what a prophet is and give an example	<input type="checkbox"/>	I can explain what a prophet is and what impact that prophet's message had on the people at the time, using expert language and examples.	<input type="checkbox"/>

CURRICULUM INTENT:

To build the foundational skills to enable pupils to become theologians. This is done through exploring what their and their communities' views on God are. Then exploring what religions is (action, belief, feeling, thought) and looking at the foundations of each organised world view (six world religions). Then finally exploring the starting of Western religion.

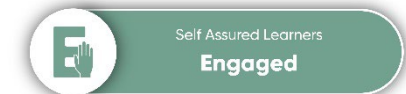


KS3 WORLD VIEWS ASSESSMENT STATEMENTS – YEAR 8

Developing		Secure		Expert	
Explain		Apply		Evaluate	
I can read and recall the literal message of a religious text	<input type="checkbox"/>	I can explain the literal message of a religious text by using examples and applying it to the modern world.	<input type="checkbox"/>	I can evaluate whether it is better to take stories of the Bible metaphorically or literally using examples and expert language	<input type="checkbox"/>
I can describe what metaphorical means by using a simple version of a story we have studied.	<input type="checkbox"/>	I can explain and apply the metaphorical message of a religious text to modern world and explain how it still might be useful for those who don't believe in God.	<input type="checkbox"/>	I can apply my own interpretation (hermeneutics) of a biblical story and evaluate whether it is still useful in our modern society or not	<input type="checkbox"/>
I can state whether the Bible should be taken literally or metaphorically	<input type="checkbox"/>	I can explain whether religious texts are more beneficial to society today to if taken literally or metaphorically. I can apply an example of a religious text we have studied to explain my point of view.	<input type="checkbox"/>	I can use an Islamic quote to justify my reasoning.	<input type="checkbox"/>
I can recall the story of Malala and begin to explain how this links to Islamic beliefs.	<input type="checkbox"/>	I can apply Islamic beliefs about God and how Muslims should behave to the individual world view of Malala Yousafzai	<input type="checkbox"/>	I can use a quote from Malala Yousafzai to explain and evaluate whether she embodies her Islamic faith or is just a good person.	<input type="checkbox"/>
I can explain in a simple form what Sikhs do to show everyone is equal	<input type="checkbox"/>	I can use the history of Sikhism to explain why equality is so important to Sikhs today. I can apply Sikhi beliefs to aid my reasoning.	<input type="checkbox"/>	I can use a quote from Sikhism to evaluate whether Sikhs show equality in their daily lives or whether they follow rituals	<input type="checkbox"/>
I can explain the different lenses in worldviews	<input type="checkbox"/>	I can apply theological and human social scientist lenses to my studies and assessments.	<input type="checkbox"/>	I can evaluate the strengths and weaknesses of my own hermeneutics (interpretation) world view approach	<input type="checkbox"/>
I can explain that not all people from the same organised world view (religion) will practice their religion in the same way.	<input type="checkbox"/>	I can explain using examples how and why people from the same religion practice their religion or live their life in a different way.	<input type="checkbox"/>	I can evaluate the strengths and weaknesses of the 'messiness' of belief and religion	<input type="checkbox"/>
I can show an understanding of the complexity and messiness of religious belief	<input type="checkbox"/>	I can explain the impact diversity of thought and practice can have on a religious community.	<input type="checkbox"/>		<input type="checkbox"/>




CURRICULUM INTENT:

The intent of Year 8 World views is to keep practicing the skills of being a theologian and adding the skills of a human social scientist. This will be done by applying and evaluating the impact of religious belief and practices on people and the society around them.





KS3 WORLD VIEWS ASSESSMENT STATEMENTS – YEAR 9

Developing		Secure		Expert	
I can recall	<input type="checkbox"/>	I can recall	<input type="checkbox"/>	I can recall	<input type="checkbox"/>
I can explain	<input type="checkbox"/>	I can explain using key word	<input type="checkbox"/>	I can explain key concepts using expert language	<input type="checkbox"/>
I can answer from my own opinion	<input type="checkbox"/>	I can answer using my own worldview lens	<input type="checkbox"/>	I can articulate my own world view and the influences around my world view	<input type="checkbox"/>
I can state which virtue I have developed within this unit	<input type="checkbox"/>	I can explain which virtue I have developed within this unit	<input type="checkbox"/>	I can explain which virtue I have developed within this unit and how it will help me in my future career	<input type="checkbox"/>
I can state which career skill I have developed within this unit	<input type="checkbox"/>	I can explain with examples which career skills I have developed within this unit	<input type="checkbox"/>	I can explain with examples which career skills I have developed and articulate how these skills will help me in future life.	<input type="checkbox"/>
I can show an understanding of a difference of opinion	<input type="checkbox"/>	I can explain why someone might disagree with my point and why	<input type="checkbox"/>	I can articulate why someone might disagree with me, using expert language	<input type="checkbox"/>
I can show an understanding of what it means to be a philosopher	<input type="checkbox"/>	I can explain why diversity of thought and opinion can be a strength	<input type="checkbox"/>	I can articulate well how and why diversity and tolerance are important within the world we live today.	<input type="checkbox"/>
	<input type="checkbox"/>	I can display key critical thinking skills like a philosopher	<input type="checkbox"/>	I can explain the strengths and weaknesses from arguments presented by myself and others.	<input type="checkbox"/>

CURRICULUM INTENT:

The intent of Year 9 World views is to keep practicing the skills of being a theologian and a human social scientist but also adding the skills of a philosopher. This will be done by examining units of study from a moral philosophical perspective and developing pupils critical and analytical skills to articulate their point of view.

